



Read to be Ready

Teaching Foundational Skills
Through Reading and Writing

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Welcome to Module 4: Teaching Foundational Skills Out of Text

Objectives

- Investigate the relationship between out of text and in text teaching
- Discuss key understandings of the three parts of the whole-group, out of text, foundational skills lesson
- Review Tennessee Foundational Literacy Standards and the Nine Areas of Learning
- Analyze videos of whole-group lessons focused on foundational skills to support flexible word-solving
- Investigate how each part of a whole-group, out of text, foundational lesson supports the development of readers/writers as flexible word-solvers
- Investigate how to select and teach a lesson based on patterns discovered while analyzing student reading and writing behaviors

Link to Tennessee English Language Arts Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening Standards** through questioning, discussion, and tasks.

TEAM Connection

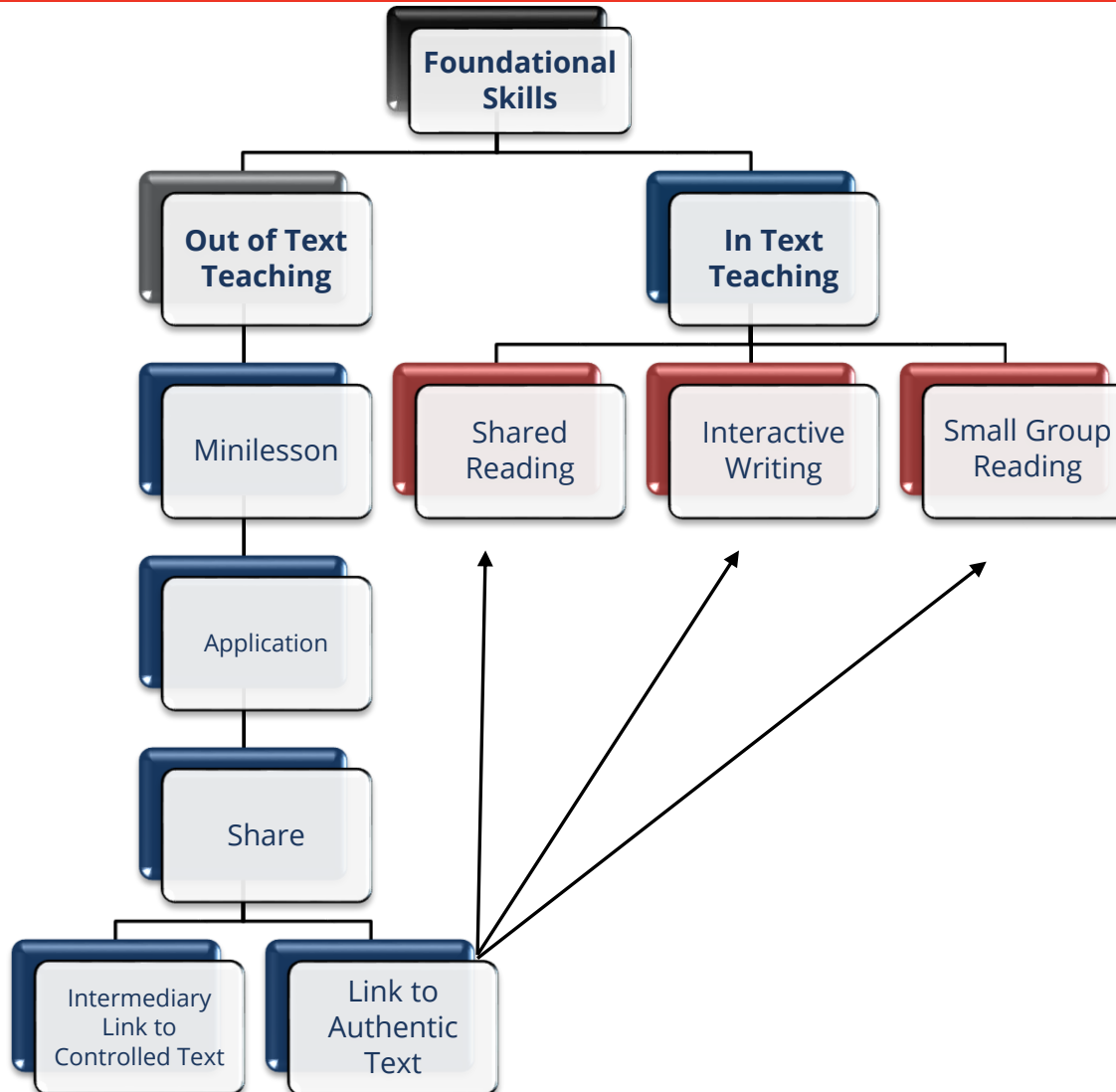
- Standards and Objectives
- Motivating Students
- **Presenting Instructional Content**
- **Activities and Materials**
- Teacher Content Knowledge

The Relationship Between Out of Text and In Text Teaching

“It’s important to recognize that, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more students can solve words, derive the meaning of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease.”

Fountas & Pinnell, 2017

Foundational Skills: The Relationship Between Out of Text and In Text Teaching



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Whole-Group Word Study Lessons

Whole-Group Word Study Lesson Structure

- Minilesson
- Application
- Group Share
- Intermediary Link to Controlled Text
- Links to Authentic Text

Correlation Chart

Tennessee Foundational Literacy Standards	Nine Areas of Learning
Print Concepts: Demonstrate understanding of the organization and basic features of print	Early Literacy Concepts
Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Phonological Awareness
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context	Letter Knowledge Letter-Sound Relationships Spelling Patterns High Frequency Words Word Structure Word-Solving Actions

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**Teacher Decision
Making: What Do I Need
to Teach?**

Phonological Awareness: Kindergarten Example

- What do you notice about how the chart moves from broad standards to specific behaviors?
- What do you notice about how the nine areas of learning are integrated into this chart?

Phonological Awareness		
	Tennessee Standards for Kindergarten	<i>The Fountas & Pinnell Literacy Continuum</i>
Rhyme	K.FL.PA.2.a	<ul style="list-style-type: none">• Hear and say rhyming words• Hear and connect rhyming words• Hear and generate rhyming words
Syllables	K.FL.PA.2.b	<ul style="list-style-type: none">• Hear, say, and clap syllables• Blend syllables• Divide words into syllables• Delete a syllable from a word

Reflection

How does working with both documents help you understand the rigor and complexity of learning that will be required of students at each grade level?

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**Teaching Foundational
Skills Out of Text**

Kindergarten – Rhyming Words

- Read through the lesson outline found in your manual.
- Notice how the explicit minilesson is laid out for you.
- Using the observation form, view the mini-lesson and brief application of the skill in the pocket chart center. Complete the form by writing down what you noticed during the lesson.
- Take a minute to talk with a partner about what you saw in this word study lesson.

Watch a Kindergarten Lesson

- Clear, concise, explanation of the word study principle
- Exemplars used to demonstrate the principle
- Student engagement across the lesson (minilesson and application)
- Students' ability to apply the principle during application
- Assessment opportunities during share; and
- Links to reading and writing.

Teacher	Students

Watch a Grade 2 Lesson

Lesson Observation Analysis

Teacher	Students
Mini-lesson	Mini-lesson
Application	Application
Sharing	Sharing

Second Grade Lesson: Homophones

- What did you notice across the lesson?
 - Share with a partner
- In your reflection box, respond to the following:
 - How does this explicit but brief teaching support students' learning of foundational skills?
 - How might you help teachers think about their teaching of word study lessons?

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**Getting Started: How Do
I Plan Lessons?**

Steps in the Process

- Consult the Tennessee English Language Arts Standards for your grade level.
- Observe and assess students' current foundational skills knowledge.
- Analyze the data looking for patterns.
- Reference the Alignment document.
- Consider the Nine Areas of Learning.
- Select a skill and begin designing the lesson/activity.
- Find examples of the principle/skill you will introduce.

Reflect on Your Learning

- Use the Reflection Box in your manual to reflect on the following:
 - What next steps will you want to take back to your school to support the teaching of foundational skills out of text?